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ABSTRACT

This book addresses the needs of college and university instructors for an integrative, comprehensive approach to teaching and learning in higher education. The book has two purposes: first, to place teaching and learning in higher education within a theoretical framework, and second, to provide practical strategies for teaching. The introductory chapter sets out three primary goals of higher education, each related to a separate domain of knowledge (instrumental knowledge, communicative knowledge, and emancipatory knowledge). Chapter 2 discusses how circumstances influence teaching strategy, course content, program goals, and working with individual students . Chapter 3 examines the uses of psychological type theory as a basis for considering differences in teaching and learning style. Chapter 4 provides planning techniques for three levels of instruction: developing a philosophy of practice, curricula, and learning experiences. Chapter 5 offers strategies for lectures and discussions, problem-based learning, and experiential learning. Chapter 6 examines teaching and learning methods likely to facilitate acquisition of communicative knowledge, while Chapter 7 draws on the adult education literature to present strategies for fostering emancipatory learning in colleges and universities. Chapter 8 highlights means for evaluating teaching and learning. Chapter 9 presents four case studies of teaching excellence from different disciplines and types of institutions. (Contains 110 references.) (MAB)

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